

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12MT3

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Mr. Jon Konen

Official School Name: Lincoln School

School Mailing Address: 624 27th Street South
PO Box 2429
Great Falls, MT 59403-3229

County: Cascade State School Code Number*: 0142

Telephone: (406) 268-6800 E-mail: Jon_Konen@gfps.k12.mt.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Cheryl Crawley Superintendent e-mail: cheryl_crawley@gfps.k12.mt.us

District Name: Great Falls Public Schools District Phone: (406) 268-6800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Jeff Gray

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12MT3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 15 Elementary schools (includes K-8)
(per district designation): 2 Middle/Junior high schools
2 High schools
0 K-12 schools
19 Total schools in district
2. District per-pupil expenditure: 5580

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	23	24	47
K	23	31	54		7	0	0	0
1	31	32	63		8	0	0	0
2	23	33	56		9	0	0	0
3	29	20	49		10	0	0	0
4	26	26	52		11	0	0	0
5	22	26	48		12	0	0	0
Total in Applying School:								369

6. Racial/ethnic composition of the school: 12 % American Indian or Alaska Native
0 % Asian
3 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
80 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 12%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	17
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	46
(4)	Total number of students in the school as of October 1, 2010	369
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent of English Language Learners in the school: 4%
 Total number of ELL students in the school: 17
 Number of non-English languages represented: 9
 Specify non-English languages:

Chippewa, Cree, Spanish, Assiniboine, Romanian, Other-Native American

9. Percent of students eligible for free/reduced-priced meals: 37%

Total number of students who qualify: 139

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>5</u>
Total number	<u>26</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12MT3

Lincoln Elementary is one of fifteen elementary schools located in Great Falls, a city of 58,505 residents, in north-central Montana. Lincoln is a public school that serves approximately 369 students in kindergarten through sixth grade. It was first opened in the fall of 1952. The school population has been consistent for decades. High test scores and highly qualified and caring staff draw new families to Lincoln Elementary.

We facilitate an environment to promote academic excellence and the growth of the whole child. This objective is driven by the following belief statements:

- All students deserve teachers and staff who thrive on student success.
- Each student will have fair and equitable opportunity for quality instruction and academic success.
- All students learn when their individual needs are met.
- All students and staff learn and work best in a safe, secure, and nurturing environment.
- Highly skilled and committed personnel are our greatest asset.
- Quality education is a partnership of student, staff, family, and community engagement.
- Dedication to acknowledging, affirming, and including diversity enriches the educational experience for all.
- District resources, programs, and staff are flexible and adaptable to meet the changing needs of all students.
- A well-educated community is the foundation of our democracy.

The Great Falls Public School District's vision is as follows, "All kids are engaged in learning today...for life tomorrow." Our mission is to successfully educate students to navigate the future.

At Lincoln School, we believe our students deserve a caring and safe school environment with clearly defined expectations, open communication, and genuine partnerships based on trust with our students, parents, staff, and neighbors. Together we shall foster excellence through a strong work ethic. Our goal is to enable students to be successful, self-motivated, and life-long learners. Our mission is to prepare students for the complex demands of our global society. Our school prepares students academically and socially so each child will have the foundation for success in whatever he or she chooses. Our vision is to promote a caring community where growth is nurtured, excellence is demonstrated, and dignity and diversity are celebrated.

We strive for academic excellence, as well as offering a variety of opportunities for students to develop individual talents. Students participate in literacy media, health enhancement and physical education, art, instrumental music, general music, counseling classes, as well as leadership opportunities for those in grades 4-6. In addition, we have a literacy instructor, resource teacher, art teacher, and extended curriculum services (or Gifted and Talented services). Many teachers offer an after school homework club for students needing extra support. In addition, we offer support for students with a school psychologist, speech pathologist, occupational therapist, physical therapist, and the assistance of teacher aides. Students are encouraged to take an active role in their own education and daily functions of Lincoln Elementary.

Lincoln's Parent Teacher Association (PTA) is a great partner with our staff in supporting high academic standards for our students. We are only as good as the partnership we have with our parents. The PTA helps to bridge this relationship. In a typical month, approximately 100 parent volunteers listen to

students read, help with learning stations, assist with hands-on math and science experiences, and work with individual students. In addition to supporting academics, our PTA offers family projects and events throughout the school year. This promotes a sense of community teaming around our students and families.

Our academic success is also supported by our unwavering determination to make data-driven decisions in support of a scientifically research-based curriculum and professional development opportunities. Our district curriculum and assessments are aligned to our state standards and transitioning to the Common Core standards. We are constantly working on the appropriate use of formative and summative assessments to provide for a quality education for every student. We use assessment to drive instruction, customize learning for children, and use progress monitoring to adjust instruction. Staff members receive continual training in the areas of curriculum and assessment through various PIR (Pupil Instruction Related) opportunities. These PIR offerings are directly tied to our district and school goals and initiatives. In addition to being able to choose from a list of district offerings throughout the entire calendar year, each Wednesday afternoon at Lincoln Elementary one hour is devoted to professional development and discussion opportunities for our teachers. Illustrating a highly qualified staff, 14 of our 17 classroom teachers are working on or have obtained advanced degrees.

We are committed to maintaining and expanding the academic excellence. Our focus is on providing a successful and quality education for each student. The tone at Lincoln is one of mutual respect and admiration where staff encourages and supports each other to increase instructional quality. We are proud of our hard-working staff, students, and parents. We will continue to nurture the caring and supportive relationships which sustain our successful school community.

1. Assessment Results:

The Montana Comprehensive Assessment System (MontCAS) is a standards-based assessment that is designed to provide a clear picture of student growth over time. Students must score a 250 or above on MontCAS to be considered proficient in math or reading. For an advanced designation in reading, a student must score 287 or above, and in math, the advanced score is 291 and above. The data is used to monitor the number of students meeting Montana State standards and to improve our instruction. This Criterion Referenced Test is given state-wide every year to students in grades three through eight and tenth grades in both math and reading.

MontCAS results: Our school's percentage of students scoring proficient and advanced in math has been consistently at or above 85% for the past five years: 85% (2007), 85% (2008), 87% (2009), 91% (2010), and 87% (2011). Likewise, our school percentage of students scoring proficient and advanced in reading has been at or above 90% for the past five years: 92% (2007), 90% (2008), 94% (2009), 94% (2010), and 94% (2011).

MontCAS results: Our school's only sub group is our free and reduced population. Our percentages of students school-wide scoring proficient and advanced for the past five years in both reading and math for this sub group was less than a 10% discrepancy from all students' scores. In most years, the percentage of free and reduced students was less than 5%. In fact, 2009, this population scored nearly the same as the overall population. Being of one specific subgroup is not a factor. If students show a need; we will give it to them!

Teaching for mastery of every child is the mantra of Lincoln's staff members. Allowing for student differences and differentiating curriculum helps all students receive a strong core curriculum and additional support in the areas they need. For the past 10 years, Lincoln has set goals for all students while allowing teachers the flexibility in the pathways they take to provide the instruction based on data and the individual needs of students.

When analyzing the quantitative data, we find a common theme running through all the numbers: high achievement in all categories over a long period of time. This data helps solidify the nontangible qualities and qualitative data behind Lincoln's success.

The staff turnover has been quite low. In the past five years, only four teachers have been replaced due to retirements or moves. The average number of years at Lincoln is 11. Teachers want to work at Lincoln, and they tend to stay for the duration of their career.

Lincoln's staff has an average of 15 years of teaching experience. Longevity helps support students through a vast array of teaching and instructional strategies. The staff's experience is a significant factor in the student data, as well.

A dedication to continuing education can be seen throughout the school and in all conversations. An informal mentoring culture persists with our younger staff members. Much like the staff teams around students, tenured staff team to support our younger staff members. This collegiality has a huge impact on their educational experience and definitely increases student achievement.

Lincoln's student population is from 25-30% permissive transfer. Roughly 100 students each year choose to come to Lincoln Elementary. Parents are committed to Lincoln's culture and high expectations. Families understand the values and goals Lincoln students annually emulate and support the staff in many endeavors.

Another significant factor in Lincoln's high data levels revolves around the High Trust Philosophy developed by Denny McLaughlin. The High Trust Philosophy focuses on building relationships with parents, students, and community members. The approach supports the idea of "going to solution" in both academic and behavioral needs instead of focusing on the problem. All staff members have been trained in the philosophy, and it is used consistently through all educational decisions. This philosophy is inherent to supporting student achievement as staff members are continually building, maintaining, and sustaining trusting relationships with all stakeholders.

Focusing on early intervention is also a factor in success of all students. The RtI process plays a significant role in our process. The time and resources placed in the primary grades directly affect student scores. Using the data to drive our decisions, a minimal amount of primary students go on to the next grade level non-proficient. Students master basic information at a highly successful rate before moving on in their educational experience. We intervene early and often to make sure this occurs.

Target achievement goals are set for each child in our building every month because our school does not have a Title One Program, community volunteers are trained to be math and reading volunteers. Individual intervention strategies are documented, and data is collected and turned in to the RtI Team three times a year in order to analyze student progress.

Our school has used Response to Intervention (RtI) methods to improve achievement for all students. RTI for reading and math was implemented school-wide in 2009. Focused teacher training in RTI methods and the implementation of Professional Learning Communities (PLC) have played important roles in the success of RTI at each grade level.

Montana State Results including Lincoln Elementary can be found at <http://www.opi.state.mt.us/>.

2. Using Assessment Results:

At Lincoln Elementary, ensuring all students achieve is our number one goal. We use the mastery of state standards with the MontCas criterion referenced test as one of our main indicators of student progress in grades three-six. This data helps set our school's overall goals, grade level goals, and student goals. In addition, we use the computerized assessment called Measures of Academic Progress (MAP) in kindergarten-sixth grade. MAP data collected three times a year helps us refine instruction for all learners. We track student progress, improve instruction, set individualized student goals, and make instructional adjustments using district formative and summative assessments.

Teachers analyze data for the whole school. Our goal this year is math. We looked at our MontCas data of 91% in math and decided this was the area we could improve upon school-wide. With recent budget cuts and losing a math tutor, this area needed to be addressed in the classrooms. Then teachers looked at pertinent data within grade level teams to plan effective interventions for increasing student achievement. Examples of interventions and curricular modifications used this past year include the following: small group instruction, using curriculum targeting specific strands, one-to-one teaching, inquiry-based lessons, academic computer programs, using research based materials, and addressing multiple learning styles. These interventions and modifications are implemented by staff, community tutors, and volunteers.

Our primary staff and specialists support an early intervention program developed at Lincoln Elementary to meet the needs of students categorized as intensive in the RTI program. Early Intervention has been successful at remediating students in grades K-2 with reading deficiencies over the past five years. To accomplish this, the research-based strategy of direct reading instruction has been used. Every kindergarten and first grade student receives supplemental reading instruction through the research-based program Readwell. Reading performance has been maintained for all students by providing this strong foundation of skills. Lincoln prides itself on the gains kindergarten students make in reading and math. These early gains allow teachers in subsequent grade levels to increase their level of instruction. Our intervention time has students walking to a specific group for instruction at their level. These groups are flexible and change frequently.

A systematic process is in place to address performance in times when the above interventions do not result in increased student achievement. A Customized Learning Plan (CLP) is used to determine either the need for further interventions.

Lincoln teachers use daily assessments, district assessments, and progress monitoring tools to drive instruction. Teachers successfully use assessment data to analyze and improve school performance. The school has a high achievement rate largely due to the reflective, dedicated educators that realize the importance of seeking avenues to creatively continue to improve.

There are several communication tools we use to communicate information about student performance to parents, students, and community members. These include: monthly newsletters to parents, midterm reports, report cards, parent-teacher conferences, phone calls, emails, and principal meetings. Back to School Night and Open House are two prominent nights in which information is given to parents. The staff tracks participation and it is often 90% or higher.

Lincoln Elementary School is on a quarterly schedule. Each quarter, a report card is sent home describing each student's learning progress based on Great Falls Public Schools learning expectations and curriculum benchmarks. This report card informs parents and students about learning successes and guides improvement efforts as needed. In grades three through six, midterm grades are also sent home as an indicator of student progress.

Formal and informal parent-teacher conferences are an integral part of the communication process. In these meetings, teachers notify parents of their child's performance and share assessment data. Often times, the student is involved in these conferences. Successes are celebrated, challenges are addressed, and specific strategies for advancing student performance are cooperatively outlined and agreed upon. In this way, students are actively engaged in reflection and decision-making. Lincoln averages 95% or more participation rate during the bi-annual parent-teacher conferences.

Teachers use e-mail, the telephone, and a district wide program called PowerSchool for reporting purposes. PowerSchool parent portal allows families immediate access to grades, assignments, and class news.

The building principal communicates information about the school and student achievement in a variety of ways. Meetings with the general PTA board are held monthly. A School Report Card following the MontCAS is issued every spring and is posted in a newsletter, webpage, and sent via email.

3. Sharing Lessons Learned:

The whole staff is trained in a program called High Trust that has given us a common language and philosophy. This allows us to build relationships with students centered on a passion for learning, combined with fun, and gives students the confidence to reach their goals and achieve their highest potential.

Several members of our staff take part in district curriculum committees which affords opportunities to have input for the materials, assessments, textbooks, and common core goals we want all our students to achieve. By their involvement in these committees, teachers bring the best practices to the rest of the staff in all the subject areas. The lessons learned from our travels to national or local conferences are then shared with others during PLC meetings after school. Many of us have even taught PIR classes to share our expertise in specific areas of interest. One area that several staff members have extensive training in is the use of the assessment tool MAP. Staff members learn how to administer the test, analyze data, and set learning goals for all children.

Learning and achieving goals is important for all students. We set aside time to target students who may need more support and devise a plan to help those students experience more success. Once the plan is in

place, we meet with our team to update data collected to assure that progress is being made or go to solution and adjust the plan. Parents are kept informed of the efforts that are being made on behalf of their child. We develop customized learning plans through the RtI process for students who need additional support and are identified.

We coordinate with the local university and high school systems to bring in observers and job shadowing. This enables us to promote future educators who are interested in the field. Sometimes, it is necessary to support students with year-round opportunities for learning.

4. Engaging Families and Communities:

Lincoln's PTA involves parents and teachers of students in kindergarten through sixth grade. Events throughout the year bring families into the school for celebrations of learning. Some of the favorite PTA events include the back-to-school picnic, book fairs, family bingo night, "Good Person" breakfast, and the year-end ice cream social. These events foster a caring environment that promotes relationship and community building. We hold two parent-teacher conferences during the year. The focus of these conferences is to communicate student progress and strategies to support student learning at home. Fifth and sixth grades conduct a student-led conference emphasizing independence and ownership of their learning.

Lincoln teachers provide possibilities for parents to become involved with classroom activities. To ensure a positive, informed start to the school year, Lincoln teachers host a Back to School Night for parents to come into the classroom and be informed of classroom expectations and important information about the new grade level. Kindergarten teachers host a night for students and parents to see the classroom, meet other students and parents, and meet the teacher. This settles the nerves of the young students and gives everyone a feeling of comfort and support at the school.

Lincoln teachers host multiple opportunities throughout the year for parents and the public to view student-generated projects. Our "Celebrations of Learning" includes Montana books, Native American dioramas, castles, bugs, individual science projects, and a United States history wax museum. Fifth graders write letters to soldiers overseas, then celebrate Veteran's Day by providing home-made soup to veterans whom they have invited. Our local high schools provide excellent role models who speak to students about the importance of a good education. They encourage our students to work hard at learning and be a positive friend.

Our PTA sends home a monthly newsletter including a letter from our principal, activities in the classroom, and up-coming events. We have a reader board displaying pertinent information parents can read for reminders when they drop off or pick up their students. We have a web site and an information hotline. Teachers use an electronic grade book that allows parents to view their child's grades and track their progress from home computers. Every teacher has a telephone in the classroom that enabling parents to have access to the teacher and student.

1. Curriculum:

The mathematics curriculum is centered on meeting Montana State Standards by using our district curriculum, Harcourt, as well as several other resources. Instructors have infused AIMS, Hands-On Equations, and Indian Education for All Lessons, and Marilyn Burns, from Math Solutions, strategies and lessons to help meet the needs of our students. Students receive a 90-minute mathematics block each day.

The social studies curriculum is also based on meeting state standards by using our district curriculum, Harcourt- Brace, as well as other resources. Instructors have integrated simulations, Montana-based lessons, and Indian Education for All Lessons into the curriculum.

Reading curriculum is based on meeting state standards by using our district curriculum, Harcourt, as well as several other resources. All students receive a 90-minute language arts block each day. A portion of this time is spent in differentiated groups where students receive instruction at their readiness level.

Science has become a favorite subject for students using inquiry-based, hands-on learning through our Full-Option-Science System (FOSS). FOSS is a research-based program starting in kindergarten and continuing on through sixth grade. The program has proven to be an effective tool to engage students and increase learning potential across the content areas. As students not only learn specific science knowledge, they also develop critical thinking skills as they create, question, and analyze their way through each module.

Extended Curriculum Services (ECS) provides opportunities for advanced students as well as support for differentiation within the classroom. Developing personalized projects and goal-setting which allow for student growth at a highly-developed level. ECS teachers provide ideas, resources, and management tools to assist classroom teachers in scaffolding units for all learners.

Visual and performing arts are an important part of developing the whole child. Students begin with music and art classes in kindergarten and are afforded a special opportunity to perform through yearly Missoula Children's Theater plays. Music introduces students to their ability to sing alone as well as harmonize as part of a group. Students use music as a medium to delve into other cultures and time periods. Art classes stress the importance of the individual within a group, and the idea that each artistic expression is unique and personal is emphasized throughout each lesson. Students are taught to observe, explore, categorize, and identify as they move throughout the curriculum and develop and analyze their own self-expression through the arts. In math, reading, science, and art there are several integrated Native American lessons based on the Indian Education for All (IEFA) curriculum.

Physical education along with health and nutrition are emphasized in the elementary experience. The experiences follow state and local standards and benchmarks. Students in grades kindergarten to second grade receive two 30 minute periods a week, and students in grades three through six receive two 45 minute periods of physical education a week. The instructors infuse health and wellness concepts into curriculum. Our PE instructor is also our school's health and wellness coordinator. School-wide walking programs are one example students can participate.

Students receive technology-infused opportunities throughout the curriculum. These opportunities are in line with state and local standards. Each grade level focuses on the latest in technology to support students in communication arts, science, math, and social studies. Students use technology to enhance presentations, research, analyze data, and interact with curriculum and other people. Students have access to two computer labs, one mobile-lap top lab, interactive Smart Board and E-Beam technologies, Elmo projectors, Classroom Performance System (CPS or Clickers), and an extensive list of software programs.

Teachers model the use of these technologies in their classroom instruction and get these technologies into the hands of students.

2. Reading/English:

Lincoln staff utilizes the Harcourt Reading program for core reading instruction K-6. It is supplemented with ReadWell, both small and whole group, in the primary grades to reinforce phonemic awareness and phonics instruction. Both programs are research-based and were chosen by a district committee of teachers and instructional leaders. SuccessMaker is the technology-based differentiation tool that allows staff to closely monitor progress and target areas of need.

Foundational skills are paramount to instruction at Lincoln Elementary. Kindergarten staff employs a variety of multi-sensory reading and language tools including ZooPhonics, music and kinesthetic opportunities to create a motivating and engaging first learning experience. Our staff strives to develop our students' basic comprehension skills through the use of six common reading strategies used building wide. Large posters can be found throughout the school highlighting these pivotal tools for making meaning from text: predict, connect, clarify, summarize, evaluate, and question.

Perhaps the most profound component of Lincoln's overall reading program is the use of daily intervention blocks for all students at every grade level. Each student is placed in a flexible reading group that is crafted to meet the particular needs at the students' developmental level. These placements are determined by a variety of assessment data, summative and formative, informal and formal, to ensure accuracy and growth. Grade level teams determine the focus of the groups which may include phonemic awareness, phonics, fluency, vocabulary, and comprehension. At the intermediate level, these small groups are fondly called "book clubs" where literature and conversation go hand-in-hand. We have made it a priority to purchase novel sets of high-interest and award-winning literature to better allow for student choice. We recognize this as a motivating factor in creating life-long readers who choose to read for enjoyment and information. Teachers have access to a district curriculum library that contains sets of high interest books. In the intervention groups developed for our tier two and tier three students, comprehension strategies are scaffolded to provide a balance of instructional support and independent practice.

3. Mathematics:

Lincoln students have meaningful experiences using math every day. On any given day in the classroom, students will be found discussing mathematical ideas, looking for patterns, modeling complex concepts, using tools such as rulers, compasses, protractors and more to create projects and express ideas. Students are taught to explain their understanding using models, pictures, words, and numbers thereby moving them from concrete to pictorial to abstract. This follows the Common Core suggested model of how to teach a concept. These instructional practices provide opportunities for struggling learners to access the material at their readiness level. At the same time, we are offering advanced learners the opportunity to go beyond what is expected and extend understanding of mathematical concepts.

Just as students are encouraged to learn and apply a variety of strategies to work through mathematical problems, teachers use a variety of tools and strategies to meet student needs and maximize potential. At the end of the year, all students are expected to have mastered the state standards for math. Lincoln uses two research-based programs to reach those standards including Harcourt Math and SuccessMaker. These programs are supplemented by Number Worlds, AIMS, Marilyn Burns, Hands-on Equations, Model Drawing, Every Day Counts and other effective resources. Instruction in classrooms does not look the same from class-to-class or from year-to-year as Lincoln teachers teach with their individual students in mind. Progress for all students is monitored through formative assessments that drive instruction. Using information gathered through informal, ongoing assessments, teachers use flexible grouping, math centers, and multi-sensory lessons using media and music to meet individual student needs.

As continual mathematical learners ourselves, teachers talk about strategies, activities, and effective practices within and across grade levels. Students are ability-grouped within the classroom setting and some grades create opportunities to team together for intervention blocks of time so all students can be challenged and encouraged at their level. Cultural differences are considered and celebrated through Indian Education for All specialized math lessons. Using limited personnel resources, inventive projects, and goal-driven planning, teachers at Lincoln ensure all students get what they need to be successful in the classroom and beyond.

4. Additional Curriculum Area:

Lincoln's science curriculum is aligned with state and NSTA standards and benchmarks as well as the school's mission statement. FOSS Science is used by all teachers in kindergarten through grade six. Teachers devote 165-200 minutes of science instruction weekly, depending on the grade level. One of the strengths of the FOSS Science curriculum is the focus on inquiry-based learning experiences. This inquiry approach involves the 5E Learning Cycle where growth is nurtured: engagement, exploration, explanation, elaboration, and evaluation.

Students at Lincoln view themselves as active participants in the process of learning where dignity and diversity are celebrated. They accept an invitation to learn and readily engage in the exploration process. Students plan and carry out investigations. They use a variety of methods to express ideas using the language of science at their current level of understanding. Students propose explanations, solutions, and build on prior knowledge. Students raise questions, use observations, and critique their own science practices. The stressing of 21st Century Learning skills is vital to problem solving and becoming independent thinkers.

At Lincoln, in the inquiry classroom, the teacher becomes less involved with direct instruction and more involved with modeling, guiding, facilitating, and continually assessing student work. Teachers are constantly adjusting levels of instruction from the assessment data gathered. Cooperative learning groups are a keystone to effective inquiry instruction.

The district has provided extensive training in inquiry-based science instruction as well as science "notebooking." Also, teachers have been trained to assess students in both formative and summative manners. Teachers can use this data to drive instructional decisions. Narrative writing in the intermediate grade levels through science notebooking illustrates students' acquisition of essential skills and knowledge. Students put their observations into words, pictures, graphs, diagrams, and more. They collect data and organize it in their notebooks. Students are taught to justify their thinking by making a claim and supporting it with evidence. Students summarize their learning and think about new questions they would like to investigate. In the primary grades, students begin learning the process of "notebooking". The teacher models the process, and the students then have an opportunity to share what they have learned by drawing pictures and writing about their thinking.

The district also has a strong environmental education program where students are exposed to other science standards and benchmarks not addressed in the FOSS Science program.

5. Instructional Methods:

Lincoln Elementary strives to provide a targeted and differentiated education for every child. Our philosophy centers on the idea that every child gets what he or she needs in order to be a successful learner. Need is based primarily on formal data, however, our experienced staff is also able to use a wide repertoire of instructional strategies and methods to more informally determine best placement and instruction of students. We use MAP data, district testing results, SuccessMaker data and reports, and informal probes to govern whole group, small group, and individual instructional plans.

Teachers ensure quality whole group instruction by focusing lessons around an explicitly stated objective. Throughout the lessons, students understand there is a learning goal to be met, and they are often asked to state that goal and reflect upon their progress. Teachers informally monitor student learning by utilizing engaging and interactive strategies such as Think-Pair-Share, Power Teaching methods, brain-based strategies, and other active participation tools.

Our science curriculum, FOSS, naturally provides for cooperative learning where students are placed in heterogeneous groups. This grouping allows for student-centered acquisition of concepts and skills in a verbal, hands-on environment. Those students who struggle in a more traditional setting often shine and guide their peers to successful learning experiences.

IEFA lessons are infused throughout all content areas. This is an integral part of the Montana educational system as laid out in our state's constitution. Staff members collaborate with instructional coaches to teach lessons in math, language arts, and science in order to provide a multi-cultural experience for all Lincoln Elementary students.

Small group and individual instruction at all grade levels allows us to better meet the specific needs of our students by lowering the student-to-teacher ratio. As students' needs change, a flexible grouping format allows differentiation to increase student achievement. Being a non-Title I school, Lincoln's support staff is very limited. Staffing small groups can be challenging and requires creative planning and time management for our changing population.

Lincoln staff strongly believes the learner should drive the instruction he or she receives. Staff monitors and adjusts core and auxiliary curriculum to meet the specific and essential needs of their classes and groups, even if it means adjusting the pace of our curriculum. Instruction at Lincoln Elementary is child-focused.

6. Professional Development:

At Lincoln Elementary, we know that in order to have superior instruction improve students' scores, quality teachers must be well trained. Our district provides new teachers with extensive training for the first three years of their employment, including classroom management, Indian Education for All, Response to Intervention, technology training, brain-based research, differentiation, and many other critical topics in education. Teachers feel supported by this training and their grade level discussion groups and mentors. Lincoln, for the most part, has a veteran staff, but the new teachers who join the team take part in this extensive training and become excellent teachers as a result. This support is continued through ongoing teaming with veteran teachers and mentors.

This year, the district adopted an anti-bullying program, the Olweus Bully Prevention Program. The district took great measures to train selected staff members to be district trainers. In addition, each teacher attended one full day of training. This professional development was instrumental in getting the program off to a successful start.

Lincoln is headquarters to one of the district's most popular professional development workshops called High Trust. The training is a weeklong affair based on Dennis McLoughlin's High Trust philosophy and is the heartbeat of common language and culture that we implement at Lincoln. Teachers and principals from other schools began noticing this different "feeling" at Lincoln and began to take the class as well.

Every three years, the teachers take a survey to assess our technology skills called TAGLIT. We use this data to pinpoint areas of need for future training and PIR classes offered to staff. Many of our teachers are on district curriculum committees and receive additional training at national conferences. Besides our local in-district offerings, teachers have the opportunity to attend state education conferences. Decisions for our school PLC times are made collectively by the Leadership Team that encompasses the Principal and staff members who volunteer.

7. School Leadership:

The leadership philosophy at Lincoln Elementary is one of shared leadership. Our decisions are based on what best serves the children at Lincoln. Although different qualities of leadership are shared by several teachers, we focus on collaboration, cooperation, engagement, and professional development.

Every teacher serves on at least one committee or team. In addition, there are two principal designees who share leadership when the principal is absent or busy within the school. One designee helps with supervision of K-2nd grade, and the other designee helps with 3rd-6th grade. This affords the principal more time for instructional leadership.

Four times a year the instructional staff meets for a meeting called Lincoln Leadership. The three biggest questions asked are: 1) what is going well, 2) what can we change, and 3) where are we going next? We are continually refining, redefining, and reestablishing what's best for students. Lincoln's Leadership team helps decide annual goals, plans for PLC topics, and analyzes assessment data to help drive instruction. We also set the calendar and change and share leadership roles. Weekly PLC times are facilitated by the staff and administration. During these PLC meetings, staff leaders present and support implementation of new programs, methods, and ideas.

Our principal uses a coaching model in the classroom. Leading through questioning helps all of us come to many realizations on our own. In addition, instructional coaches assist us in transforming educational practices in the classroom with new programs or teaching methods. Evaluation and supervision is done in a collaborative manner. We are assessed using the Scales of Effective Teaching which focuses on commonalities of effective classrooms. We first assess ourselves using rubrics according to these characteristics. Together with the principal, we then set goals from the data gathered. Informal walk-throughs during the school year and summative reports at the end of the school year reflect progress towards these goals.

Ensuring each student achieves his or her potential is our mission. Our principal continues to improve his leadership skills. He reports school improvement to the community, school board, and school district, as well as student and teacher learning results. He has started a program called the "Power of Praise." He has us write down positives that happen with our students and then he calls parents on our behalf to praise them. He oversees parent engagement, allocation of resources, and collaboration and building leadership capacity among staff. The Lincoln culture and history requires our principal to communicate effectively and continually work to maintain a positive school climate.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Montana Comprehensive Assessment System

Edition/Publication Year: 2007 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	88	96	91	95	93
Advanced	42	62	44	42	45
Number of students tested	50	47	45	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	82	94	86	88	95
Advanced	38	63	43	44	56
Number of students tested	16	16	14	16	18
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Montana Comprehensive Assessment System
Edition/Publication Year: 2007 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	94	98	95	94	90
Advanced	52	70	62	56	53
Number of students tested	50	47	45	57	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	100	94	95
Advanced	44	81	64	69	67
Number of students tested	16	16	14	16	18
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Montana Comprehensive Assessment System

Edition/Publication Year: 2007 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	90	87	94	88	78
Advanced	60	48	47	51	28
Number of students tested	47	46	58	67	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	88	83	94	90	77
Advanced	47	44	47	50	15
Number of students tested	17	18	17	20	13
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Montana Comprehensive Assessment System

Edition/Publication Year: 2007 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	96	93	95	96	84
Advanced	60	65	47	45	30
Number of students tested	47	46	58	67	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	94	89	88	95	87
Advanced	59	61	35	50	15
Number of students tested	17	18	17	20	13
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Montana Comprehensive Assessment System

Edition/Publication Year: 2007 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	81	91	86	84	81
Advanced	81	43	47	36	54
Number of students tested	47	61	66	44	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	1	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	67	78	81		72
Advanced	38	26	50		44
Number of students tested	21	23	16	8	18
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Montana Comprehensive Assessment System
Edition/Publication Year: 2007 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	90	91	90	86	87
Advanced	60	57	55	41	50
Number of students tested	47	61	66	44	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	1	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	92	87	87		77
Advanced	29	39	31		33
Number of students tested	21	23	16	8	18
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Montana Comprehensive Assessment System

Edition/Publication Year: 2007 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	90	89	78	72	73
Advanced	44	51	40	36	43
Number of students tested	57	69	52	53	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	87	93	47	70	60
Advanced	55	53	7	25	40
Number of students tested	22	15	15	20	15
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Montana Comprehensive Assessment System

Edition/Publication Year: 2007 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	96	94	94	83	93
Advanced	70	61	67	49	50
Number of students tested	57	69	52	53	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	91	100	86	80	93
Advanced	77	60	33	30	33
Number of students tested	22	15	42	20	15
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	87	90	87	85	81
Advanced	55	50	44	42	43
Number of students tested	201	223	221	221	214
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	80	85	77	72	76
Advanced	44	44	37	34	40
Number of students tested	76	72	62	64	64
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	94	93	93	90	88
Advanced	60	62	57	48	46
Number of students tested	201	223	221	221	214
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	0	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	93	93	88	78	87
Advanced	52	58	37	42	38
Number of students tested	76	72	89	64	64
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12MT3